



REQUEST FOR PROPOSALS

Opportunity Partnership Program 2009-2010

October 26, 2009

*Workforce Training and Education Coordinating Board
128 10th Avenue SW
Olympia, WA 98504*

360.753.5662

www.wtb.wa.gov

<p style="text-align: center;">Opportunity Partnership Program 2009-2010 Request for Proposals Workforce Training and Education Coordinating Board SECTION ONE - GENERAL INFORMATION</p>

STATEMENT OF PURPOSE

The Opportunity Partnership program is intended to give Opportunity Grant students the benefit of a supportive mentor working in the field they hope to enter, direct workplace experience through job shadowing or internship, and a strong relationship to a local employer who is likely to hire them upon completion of their training. The Workforce Training and Education Coordinating Board (Workforce Board) will administer the program and measure the impact on training retention, completion, and transition to employment. The intent is to test whether these WDC-brokered activities have positive impact for students, and whether the model should be considered for expansion.

The Workforce Board requests proposals from Washington's Workforce Development Councils interested in participating in the Opportunity Partnership Program 2009-2010. This competitive grant process will engage a review panel of subject matter experts to evaluate proposals based upon the ability of the applicant to show they are able to connect Opportunity Grant students with industry mentors, work effectively with industry mentors, community and technical colleges, and private career schools, and that they can meet criteria outlined in Sections I and II of this Request for Proposals (RFP).

A primary consideration will be the applicant's ability to demonstrate that the WDC can effectively broker business connections, mentorship, and other services in order to add measurable value to the Opportunity Grant program. This will be measured in terms of increased retention in training and employment outcomes after training completion.

2007 legislation (2SHB 1096) created the Opportunity *Grant* Program providing financial aid and other services to low-income students enrolled in high employer demand programs of study. The legislation also created the related Opportunity *Partnership* Program to provide industry mentors and relevant job experience to students to help them to complete their programs and transition to the workforce successfully. The State Board for Community and Technical Colleges has made a portion of the Opportunity Grant program funds available to the Workforce Board for the Opportunity Partnership Program for 2009 and 2010.

The Opportunity Partnership Program will provide industry mentors and relevant job experience to students participating in the Opportunity Grant Program with the goals of enhancing student retention, completion and transition to work. Participating Workforce Development Councils will work with area colleges and local businesses to connect students with industry mentors. As specified in the enabling legislation, the Opportunity Partnership Program "may be newly developed or part of an existing program."

The Workforce Board will conduct an evaluation of the Opportunity Partnership Program to test whether the program is beneficial in terms of enhancing student retention, completion, and transitions to work.

FUNDING

A competitive process will be used to distribute **\$180,000** to be expended in fiscal year 2009 - 2010. The Workforce Board will award an estimated four contracts at **\$45,000 each** to continue the Opportunity Partnership Program for a period of six months. Contracts will require a budget for the term of the contract.

Each contract resulting from this solicitation will include a requirement to submit narrative reports and data related to retention, completion and transition to work.

ELIGIBLE APPLICANTS

Any of Washington's 12 Workforce Develop Councils are eligible applicants for this RFP. Eligible applicants will have the staff expertise that can:

- recruit industry mentors from business, government, non-profit and labor organizations.
- work effectively with community and technical colleges and private career schools.
- work effectively with industry to foster and maintain relationships with industry mentors, and to support mentors in their role throughout the life of the project.
- work effectively with Opportunity Partnership program students to foster and maintain mentorships.
- collect data to assist the Workforce Board in measuring program effectiveness.
- work effectively with Workforce Board staff to provide information needed for a comparative analysis of program effectiveness.

RFP CONTENTS

This RFP solicitation package has two sections and six attachments:

Section One – General Information	Attachment C – Review Criteria and Scoring
Section Two – Proposal Guidelines	Attachment D – Proposal Checklist
Attachment A – Cover Page	Attachment E – Opportunity Grant RFP
Attachment B – Budget Summary Worksheet	Attachment F – The enabling legislation

APPLICATION TIMELINE

Activity	Due Date
Application Guidelines Mailed	October 19, 2009
Due Date for Application	December 7, 2009
Grant Review Committee Convenes	Week of December 14, 2009
Grantees notified of selection	December 14, 2009
Contracts Negotiated and approved	January 1, 2010

APPLICATION PROCESS

Applicants must submit electronic proposals and attachments to the Workforce Board to y Chase@wtb.wa.gov no later than 5:00 pm on December 7, 2009. Ten hard copies of the proposal, with a signed cover letter and attachments must be received in the Workforce Board office by December 7, 2009. Mail materials to:

Yvonne Chase
Workforce Training and Education Coordinating Board
128 10th Avenue SW
PO Box 43105
Olympia, WA 98504-3105

DELIVERABLES

Ensure the application describes how your WDC's will fulfill all the deliverables as outlined in the following table:

Deliverables Related to Creating and Operating the Opportunity Partnership Program
<ul style="list-style-type: none">• Identify and recruit Opportunity Grant students who would benefit by having an Opportunity Partnership industry mentor, working closely with Workforce Board and community and technical college staff.*• Develop a pool of willing industry mentors by working closely with industry organizations.• Develop mentorship program, training and protocols based on relevant research and resources on successful mentorship programs** to create the Opportunity Partnership Program that includes but is not limited to the following:<ul style="list-style-type: none">○ Methods for recruiting and screening mentors.○ Mentor and protégé orientations and training.○ Identification of a mentorship guidelines manual for industry mentors and protégés.In addition the program should include:<ul style="list-style-type: none">○ Protocols for working with industry mentors and protégés.○ Protocols for working with community and technical college staff that is responsible for administering the Opportunity Grant program, and liaising with Opportunity Grant students.○ Protocols for working with industry mentors• Provide training and assistance that enhances mentors commitment to the program, and mentors' effectiveness.• Work with Opportunity Partnership program protégés to offer technical support to enhance their mentorship experience.• Match participating students with a business or labor mentor employed in the field in which the student is interested.• Where possible, provide work-based learning experiences such as job shadowing and/or internships
Deliverables Related to Evaluating and Tracking the Opportunity Partnership Program

- Ensure the Opportunity Partnership Program mentor helps the student explore careers and employment options through any combination of tours, informational interviews, job shadowing, and internships.
- Other deliverables to be developed in accordance with the applicant and participating education institutions.
- Quarterly reports shall be submitted with any necessary attachments to the Workforce Board in order to track progress of industry mentors and protégés participating in the program in relation to student retention, completion and transition to work, in addition to other possible outcomes. Reports should include notes on the status of the program, including mentorship guidelines that have been developed, training materials and reports on participation and outcomes of the training/orientations.
- Work with appropriate staff at the Workforce Board, community and technical colleges, and private career schools to evaluate this program.
- Provide a final report that includes descriptive and quantitative detail that evaluate the program and outlines both the areas of success and the challenges, with suggestions for overcoming barriers in the future.
- Develop a plan for operating this program in the future, beyond the terms of this grant.

*Due to the Workforce Board's plan for conducting an impact study of the Opportunity Partnership Program, not all students who receive an Opportunity Grant will be eligible to participate in the Opportunity Partnership program in order to establish a comparative group for program evaluation.

** Among other resources, see *A Hand Up: Guide to Mentoring* by Eleni Papadakis and Ann Petter at <http://www.commcorp.org/publications/manuals.html>

ADDITIONAL INFORMATION

If you have any questions about the proposal process, please contact Mike Brennan at 360-586-8683 or via email at mbrennan@wtb.wa.gov.

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SECTION TWO – APPLICATION GUIDELINES

Please prepare a proposal using the instructions below. Limit your application to six pages, excluding the Cover Page, Budget Summary Worksheet, and letters of support. Both the Cover Page and Budget Summary Worksheet are attachments to these RFP Guidelines.

1. Complete the Cover Page Form (Attachment A).
2. Indicate the number of students who will take part in Opportunity Partnership Program, the number of industry mentors who will be identified, the number of job shadow or internship opportunities to be provided.
3. Indicate the level of commitment from the employer(s) involved to interview Opportunity Partnership students upon training completion, with the intent of providing a clear pathway for them into employment.
4. Indicate the minimum and median annual earnings at job-entry for the positions targeted for your cohort of Opportunity Partnership students.
5. Describe the criteria for a successful industry mentorship program and how it could enhance the effectiveness of the Opportunity Grant program. Show evidence that you have reviewed and understand the research and documentation on successful mentorship programs particularly those for low-income adults, diverse adults, matched with industry mentors.
6. Describe how you plan to launch and operate an Opportunity Partnership Program . Describe your connection and contacts at local community and technical colleges and private career schools that have Opportunity Grant students enrolled and how you plan to work with them to make this program a success. Describe the protocols you would develop for working with schools and students.
7. Describe your connection and contacts with industry organizations and industry mentors. Industry organizations could include business, labor, government and non-profit organizations. Describe how you will foster relationships with industry mentors to secure their commitment to the program and increase their effectiveness as mentors. Describe how you will ensure that mentors assist students to explore career and work-based learning opportunities.
8. Describe how you will work together with staff at the Workforce Board staff, community and technical colleges, and private career schools to track program outcomes for participants related to student retention, completion, and transitions to work. Describe how you will support the Workforce Board's impact study of this program.
9. Project Design – The proposal must include a work plan that demonstrates quality and thoroughness and includes the following:

- a. Description of project goals, strategies, deliverables (address all deliverables outlined in the table on pages 3 and 4), and outcomes.
- b. A project schedule that states when the project will begin and end and marks milestones against which progress will be evaluated.

10. Include letters of support from:

- a. Local employers who are committed to working with you and interviewing Opportunity Partnership students upon completion, as well as,
- b. Community and technical colleges and private career schools that have Opportunity Grants students enrolled and that state their willingness to work together to promote the success of the Opportunity Partnership Program

Letters should specify any negotiated commitments in support of the Opportunity Partnership Program.

11. Management and Budget

- a. Identify the staff member who will be the project manager and any other staff members who will be assigned to work on the program. Indicate their qualifications and responsibilities, and include the amount of time each will be assigned to the project. Indicate the extent to which the project manager has experience with establishing and operating mentorship programs and similar projects. Describe how the applicant organization is structured to:
 - focus on a multiple stakeholders (e.g. industry mentors, students and educational institution staff).
 - coordinate the program to enhance the effectiveness of the Opportunity Grant program.
 - integrate funding streams, services, and information services, as needed.
- b. Describe the applicant organization's experience and capacity to administer state or federal grants.
- c. Complete the Budget Summary Form (Attachment B)

Extra Consideration

Describe how these funds could be coordinated and leveraged with other private or public investments.

- Resources contributed by industry partners including cash and in-kind match.
- Federal or state grant funds or workforce development discretionary funds.

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ATTACHMENT A - COVER PAGE

Applicant Organization: _____

Address: _____

Project Manager: _____

Phone _____

E-Mail Address: _____

Opportunity Grant Name: _____

Amount Requested: _____

Proposed Project Start Date: _____

Proposed Project End Date: _____

PROJECT SUMMARY: Provide a brief (100 words or less) summary of the proposal. The summary should succinctly describe the project concept and expected outcomes.

Director of Applicant Organization or designee: _____

Signature: _____

Title: _____

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ATTACHMENT B - BUDGET SUMMARY WORKSHEET

Applicant Organization Name: _____

Project Title: _____

January 1, 2010 to June 30, 2010				
	Grant Funds Requested	Match (if any)	Total	Narrative
Salaries and Benefits				
Travel				
Goods and Services				
Subcontracts				
Equipment ¹				
Administration (5 percent maximum of the total Opportunity Grant funds requested)				
TOTAL				

¹ Any proposed equipment with Opportunity Grant funds must be described and justified.

*List sources of cash or in-kind match funds. Match is not required but is encouraged.

Describe types and purposes of subcontracts. Comments or explanation of extraordinary costs:

January 1, 2010 to June 30, 2010

	Grant Funds Requested	Match (if any)	Total	Narrative
Salaries and Benefits				
Travel				
Goods and Services				
Subcontracts				
Administration (5 percent maximum of the total Opportunity Grant funds requested)				
TOTAL				

*List sources of cash or in-kind match funds. Match is not required but is encouraged.

Describe types and purposes of subcontracts. Comments or explanation of extraordinary costs:

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ATTACHMENT C - REVIEW FORM

Representatives from industry, education, labor, and government will review the industry skill panel proposals, using the following review criteria. Recommendations will be sent to the Workforce Board for consideration and approval.

REVIEW CRITERIA

Proposal Element	Possible Points	Score	Reviewer Comments
Knowledge and experience with mentorship programs.	25		
Linkages with Opportunity Grant Education providers and students.	25		
Linkages with industry.	25		
Management, evaluation, and budget.	25		
Total Points	100		

Overall comments:

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ATTACHMENT D - PROPOSAL CHECKLIST

This checklist is designed to assist applicant organizations in ensuring that their proposal is completed prior to submitting to the Workforce Board. Please ***do not*** return this form with your application.

Logistics

- Application due both electronically and on paper by 5 pm on December 7, 2009.
- Ten paper copies, one with original signatures.
- Application submitted on standard 8½" x 11" white paper (one side only).
- Font size no smaller than 12-point type.

Proposal Elements

- Cover page with project summary and applicant organization signature.
- Proposal section follows Application Instructions, Section I and II.
- Budget Summary Worksheet.
- Letters of support attached.
- Our proposal is no more than six pages (excluding Cover Page, Budget Summary Worksheet, and letters of support).

ADDENDUM
OPPORTUNITY GRANT APPLICATION
DEFINITION – HIGH DEMAND

The Opportunity Grant legislation calls for identification of high demand occupations where employer demand for workers exceeds the supply of qualified job applicants. In partnership with the Workforce Training and Education Coordinating Board we have identified the following occupational clusters to meet the legislative definition of high demand.

- Accounting
- Aircraft Mechanics and Technicians
- Auto Diesel Mechanics
- Early Childhood Education
- Healthcare Practitioners
- Installation, Maintenance, Repair
- Science & Technology
- Construction Trades

Because this demand list is based on statewide data, colleges will still need to complete the local and regional labor market data criteria on the 2009-2010 Opportunity Grant application. The purpose of the regional/local data is to show evidence of actual demand in the listed occupations within your region. If your region is experiencing demand exceeding supply in occupations not listed above, you may provide evidence of the demand in the same criteria section of the grant.

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ATTACHMENT F – Opportunity Grant Legislation

CERTIFICATION OF ENROLLMENT
SECOND SUBSTITUTE HOUSE BILL 1096

60th Legislature
2007 Regular Session

Passed by the House April 16, 2007
Yeas 94 Nays 1

Speaker of the House of
Representatives

Passed by the Senate April 9, 2007
Yeas 45 Nays 0

President of the Senate

Governor of the State of Washington

CERTIFICATE

I, Richard Nafziger, Chief Clerk
of the House of Representatives of
the State of Washington, do hereby
certify that the attached is SECOND
SUBSTITUTE HOUSE BILL 1096
as passed by the House of
Representatives and the Senate on
the dates hereon set forth.

Chief Clerk
Approved

FILED

Secretary of State
State of Washington

SECOND SUBSTITUTE HOUSE BILL 1096

AS AMENDED BY THE SENATE

Passed Legislature - 2007 Regular Session

State of Washington

60th Legislature

2007 Regular Session

By House Committee on Appropriations (originally sponsored by Representatives Kenney, Priest, Quall, Wallace, Conway, Haler, Morris, Ormsby, Linville, Jarrett, Dickerson, Hunt, Walsh, P. Sullivan, Darneille, Appleton, Morrell, Williams, Dunn, Schual-Berke, Fromhold, Hasegawa, Chase, Upthegrove, McCoy, Green, O'Brien, Hudgins, Sells, Springer, Moeller, Goodman, Barlow, Eddy, Santos, Simpson, Haigh, Lantz, Kagi and Rolfes)

READ FIRST TIME 2/28/07.

1 AN ACT Relating to creating postsecondary opportunity programs;
2 amending RCW 28B.50.030; adding new sections to chapter 28B.50 RCW;
3 and creating new sections.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 NEW SECTION. **Sec. 1.** The legislature finds that:

6 (1) The economic trends of globalization and technological change
7 are increasing the demand for higher and differently skilled workers
8 than in the past;

9 (2) Increasing Washington's economic competitiveness requires
10 increasing the supply of skilled workers in the state;

11 (3) Improving the labor market competitiveness of all Washington
12 residents requires that all residents have access to postsecondary
13 education; and

14 (4) Community and technical college workforce training programs and
15 Washington state apprenticeship and training council-approved
16 apprenticeship programs provide effective and efficient pathways for
17 people to enter high wage, high skill careers while also meeting the
18 needs of the economy.

2 **OPPORTUNITY GRANT PROGRAM**

3 NEW SECTION. **Sec. 101.** A new section is added to chapter 28B.50
4 RCW to read as follows:

5 (1) The college board shall develop and implement a workforce
6 education program known as the opportunity grant program to provide
7 financial and other assistance for students enrolled at qualified
8 institutions of higher education in opportunity grant-eligible programs
9 of study as described in section 201 of this act. Students enrolled in
10 the opportunity grant program are eligible for:

11 (a) Funding for tuition and mandatory fees at the public community
12 and technical college rate, prorated if the credit load is less than
13 full time, paid directly to the educational institution; and

14 (b) An additional one thousand dollars per academic year for books,
15 tools, and supplies, prorated if the credit load is less than full
16 time.

17 (2) Funding under subsection (1)(a) and (b) of this section is
18 limited to a maximum forty-five credits or the equivalent in an
19 opportunity grant-eligible program of study, including required related
20 courses. No student may receive opportunity grant funding for more
21 than forty-five credits or for more than three years from initial
22 receipt of grant funds in one or a combination of programs.

23 (3) Grants awarded under this section are subject to the
24 availability of amounts appropriated for this specific purpose.

25 NEW SECTION. **Sec. 102.** A new section is added to chapter 28B.50
26 RCW to read as follows:

27 (1) To be eligible for participation in the opportunity grant
28 program established in section 101 of this act, a student must:

29 (a) Be a Washington resident student as defined in RCW 28B.15.012
30 enrolled in an opportunity grant-eligible program of study;

31 (b) Have a family income that is at or below two hundred percent of
32 the federal poverty level using the most current guidelines available
33 from the United States department of health and human services, and be
34 determined to have financial need based on the free application for
35 federal student aid; and

36 (c) Meet such additional selection criteria as the college board

1 shall establish in order to operate the program within appropriated
2 funding levels.

3 (2) Upon enrolling, the student must provide evidence of commitment
4 to complete the program. The student must make satisfactory progress
5 and maintain a cumulative 2.0 grade point average for continued
6 eligibility. If a student's cumulative grade point average falls below
7 2.0, the student may petition the institution of higher education of
8 attendance. The qualified institution of higher education has the
9 authority to establish a probationary period until such time as the
10 student's grade point average reaches required standards.

11 (3) Subject to funds appropriated for this specific purpose, public
12 qualified institutions of higher education shall receive an enhancement
13 of one thousand five hundred dollars for each full-time equivalent
14 student enrolled in the opportunity grant program whose income is below
15 two hundred percent of the federal poverty level. The funds shall be
16 used for individualized support services which may include, but are not
17 limited to, college and career advising, tutoring, emergency child
18 care, and emergency transportation. The qualified institution of
19 higher education is expected to help students access all financial
20 resources and support services available to them through alternative
21 sources.

22 (4) The college board shall be accountable for student retention
23 and completion of opportunity grant-eligible programs of study. It
24 shall set annual performance measures and targets and monitor the
25 performance at all qualified institutions of higher education. The
26 college board must reduce funding at institutions of higher education
27 that do not meet targets for two consecutive years, based on criteria
28 developed by the college board.

29 (5) The college board and higher education coordinating board shall
30 work together to ensure that students participating in the opportunity
31 grant program are informed of all other state and federal financial aid
32 to which they may be entitled while receiving an opportunity grant.

33 (6) The college board and higher education coordinating board shall
34 document the amount of opportunity grant assistance and the types and
35 amounts of other sources of financial aid received by participating
36 students. Annually, they shall produce a summary of the data.

37 (7) The college board shall:

1 (a) Begin developing the program no later than August 1, 2007, with
2 student enrollment to begin no later than January 14, 2008; and
3 (b) Submit a progress report to the legislature by December 1,
4 2008.

5 (8) The college board may, in implementing the opportunity grant
6 program, accept, use, and expend or dispose of contributions of money,
7 services, and property. All such moneys received by the college board
8 for the program must be deposited in an account at a depository
9 approved by the state treasurer. Only the college board or a duly
10 authorized representative thereof may authorize expenditures from this
11 account. In order to maintain an effective expenditure and revenue
12 control, the account is subject in all respects to chapter 43.88 RCW,
13 but no appropriation is required to permit expenditure of moneys in the
14 account.

15 **PART 2**

16 **OPPORTUNITY PARTNERSHIPS**

17 NEW SECTION. **Sec. 201.** A new section is added to chapter 28B.50
18 RCW to read as follows:

19 The college board, in partnership with business, labor, and the
20 workforce training and education coordinating board, shall:

21 (1) Identify job specific training programs offered by qualified
22 postsecondary institutions that lead to a credential, certificate, or
23 degree in high demand occupations, which are occupations where data
24 show that employer demand for workers exceeds the supply of qualified
25 job applicants throughout the state or in a specific region, and
where

26 training capacity is underutilized;

27 (2) Gain recognition of the credentials, certificates, and degrees
28 by Washington's employers and labor organizations. The college board
29 shall designate these recognized credentials, certificates, and degrees
30 as "opportunity grant-eligible programs of study"; and

31 (3) Market the credentials, certificates, and degrees to potential
32 students, businesses, and apprenticeship programs as a way for
33 individuals to advance in their careers and to better meet the needs of
34 industry.

1 NEW SECTION. **Sec. 202.** A new section is added to chapter 28B.50
2 RCW to read as follows:

3 (1) Community and technical colleges shall partner with local
4 workforce development councils to develop the opportunity partnership
5 program. The opportunity partnership program may be newly developed or
6 part of an existing program, and shall provide mentoring to students
7 participating in the opportunity grant program. The program must
8 develop criteria and identify opportunity grant students who would
9 benefit by having a mentor. Each participating student shall be
10 matched with a business or labor mentor employed in the field in which
11 the student is interested. The mentor shall help the student explore
12 careers and employment options through any combination of tours,
13 informational interviews, job shadowing, and internships.

14 (2) Subject to funds appropriated for this specific purpose, the
15 workforce training and education coordinating board shall create the
16 opportunity partnership program. The board, in partnership with
17 business, labor, and the college board, shall determine the criteria
18 for the distribution of funds.

19 (3) The board may, in implementing this section, accept, use, and
20 dispose of contributions of money, services, and property. All moneys
21 received by the board for the purposes of this section must be
22 deposited in a depository approved by the state treasurer. Only the
23 board or a duly authorized representative thereof may authorize
24 expenditures from this account. In order to maintain an effective
25 expenditure and revenue control, the account is subject in all respects
26 to chapter 43.88 RCW, but no appropriation is required to permit
27 expenditure of moneys in the account.

28 **PART 3**

29 **MISCELLANEOUS**

30 **Sec. 301.** RCW 28B.50.030 and 2005 c 258 s 8 are each amended to
31 read as follows:

32 As used in this chapter, unless the context requires otherwise, the
33 term:

34 (1) "System" shall mean the state system of community and technical
35 colleges, which shall be a system of higher education.

1 (2) "Board" shall mean the work force training and education
2 coordinating board.

3 (3) "College board" shall mean the state board for community and
4 technical colleges created by this chapter.

5 (4) "Director" shall mean the administrative director for the state
6 system of community and technical colleges.

7 (5) "District" shall mean any one of the community and technical
8 college districts created by this chapter.

9 (6) "Board of trustees" shall mean the local community and
10 technical college board of trustees established for each college
11 district within the state.

12 (7) "Occupational education" shall mean that education or training
13 that will prepare a student for employment that does not require a
14 baccalaureate degree, and education and training leading to an applied
15 baccalaureate degree.

16 (8) "K-12 system" shall mean the public school program including
17 kindergarten through the twelfth grade.

18 (9) "Common school board" shall mean a public school district board
19 of directors.

20 (10) "Community college" shall include those higher education
21 institutions that conduct education programs under RCW 28B.50.020.

22 (11) "Technical college" shall include those higher education
23 institutions with the sole mission of conducting occupational
24 education, basic skills, literacy programs, and offering on short
25 notice, when appropriate, programs that meet specific industry needs.
26 The programs of technical colleges shall include, but not be limited
27 to, continuous enrollment, competency-based instruction, industry-
28 experienced faculty, curriculum integrating vocational and basic skills
29 education, and curriculum approved by representatives of employers and
30 labor. For purposes of this chapter, technical colleges shall include
31 Lake Washington Vocational-Technical Institute, Renton Vocational-
32 Technical Institute, Bates Vocational-Technical Institute, Clover Park
33 Vocational Institute, and Bellingham Vocational-Technical Institute.

34 (12) "Adult education" shall mean all education or instruction,
35 including academic, vocational education or training, basic skills and
36 literacy training, and "occupational education" provided by public
37 educational institutions, including common school districts for persons
38 who are eighteen years of age and over or who hold a high school

1 diploma or certificate. However, "adult education" shall not include
2 academic education or instruction for persons under twenty-one years of
3 age who do not hold a high school degree or diploma and who are
4 attending a public high school for the sole purpose of obtaining a high
5 school diploma or certificate, nor shall "adult education" include
6 education or instruction provided by any four year public institution
7 of higher education.

8 (13) "Dislocated forest product worker" shall mean a forest
9 products worker who: (a) (i) Has been terminated or received notice of
10 termination from employment and is unlikely to return to employment in
11 the individual's principal occupation or previous industry because of
12 a diminishing demand for his or her skills in that occupation or
13 industry; or (ii) is self-employed and has been displaced from his or
14 her business because of the diminishing demand for the business'
15 services or goods; and (b) at the time of last separation from
16 employment, resided in or was employed in a rural natural resources
17 impact area.

18 (14) "Forest products worker" shall mean a worker in the forest
19 products industries affected by the reduction of forest fiber
20 enhancement, transportation, or production. The workers included
21 within this definition shall be determined by the employment security
22 department, but shall include workers employed in the industries
23 assigned the major group standard industrial classification codes "24"
24 and "26" and the industries involved in the harvesting and management
25 of logs, transportation of logs and wood products, processing of wood
26 products, and the manufacturing and distribution of wood processing and
27 logging equipment. The commissioner may adopt rules further
28 interpreting these definitions. For the purposes of this subsection,
29 "standard industrial classification code" means the code identified in
30 RCW 50.29.025(3).

31 (15) "Dislocated salmon fishing worker" means a finfish products
32 worker who: (a) (i) Has been terminated or received notice of
33 termination from employment and is unlikely to return to employment in
34 the individual's principal occupation or previous industry because of
35 a diminishing demand for his or her skills in that occupation or
36 industry; or (ii) is self-employed and has been displaced from his or

37 her business because of the diminishing demand for the business's

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1 services or goods; and (b) at the time of last separation from
2 employment, resided in or was employed in a rural natural resources
3 impact area.

4 (16) "Salmon fishing worker" means a worker in the finfish industry
5 affected by 1994 or future salmon disasters. The workers included
6 within this definition shall be determined by the employment security
7 department, but shall include workers employed in the industries
8 involved in the commercial and recreational harvesting of finfish
9 including buying and processing finfish. The commissioner may adopt
10 rules further interpreting these definitions.

11 (17) "Rural natural resources impact area" means:

12 (a) A nonmetropolitan county, as defined by the 1990 decennial
13 census, that meets three of the five criteria set forth in subsection
14 (18) of this section;

15 (b) A nonmetropolitan county with a population of less than forty
16 thousand in the 1990 decennial census, that meets two of the five
17 criteria as set forth in subsection (18) of this section; or

18 (c) A nonurbanized area, as defined by the 1990 decennial census,
19 that is located in a metropolitan county that meets three of the five
20 criteria set forth in subsection (18) of this section.

21 (18) For the purposes of designating rural natural resources impact
22 areas, the following criteria shall be considered:

23 (a) A lumber and wood products employment location quotient at or
24 above the state average;

25 (b) A commercial salmon fishing employment location quotient at or
26 above the state average;

27 (c) Projected or actual direct lumber and wood products job losses
28 of one hundred positions or more;

29 (d) Projected or actual direct commercial salmon fishing job losses
30 of one hundred positions or more; and

31 (e) An unemployment rate twenty percent or more above the state
average.

32 The counties that meet these criteria shall be determined by
33 the employment security department for the most recent year for which
34 data is available. For the purposes of administration of programs
35 under this chapter, the United States post office five-digit zip code

36 delivery areas will be used to determine residence status for eligibility
37 purposes. For the purpose of this definition, a zip code
38 delivery area of which any part is ten miles or more from an urbanized

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1 area is considered nonurbanized. A zip code totally surrounded by zip
2 codes qualifying as nonurbanized under this definition is also
3 considered nonurbanized. The office of financial management shall make
4 available a zip code listing of the areas to all agencies and
5 organizations providing services under this chapter.

6 (19) "Applied baccalaureate degree" means a baccalaureate degree
7 awarded by a college under RCW 28B.50.810 for successful completion of
8 a program of study that is:

9 (a) Specifically designed for individuals who hold an associate of
10 applied science degree, or its equivalent, in order to maximize
11 application of their technical course credits toward the baccalaureate
12 degree; and

13 (b) Based on a curriculum that incorporates both theoretical and
14 applied knowledge and skills in a specific technical field.

15 (20) "Qualified institutions of higher education" means:

16 (a) Washington public community and technical colleges;

17 (b) Private career schools that are members of an accrediting
18 association recognized by rule of the higher education coordinating
19 board for the purposes of chapter 28B.92 RCW; and

20 (c) Washington state apprenticeship and training council-approved
21 apprenticeship programs.

22 NEW SECTION. **Sec. 302.** Part headings used in this act are not any
23 part of the law.

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